Welcome to

"Building Developmental Assets in School Communities"

Objectives

- Review the research on positive youth development.

- Examine the relationship between assets, academic achievement, and high-risk behaviors.

- Identify practical strategies for increasing assets with young people and staff.

- Develop a plan to initiate and support asset building.

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Practical research
benefiting children
and youth

Risk Factors

- **FAMILY**
  History, management, attitudes, low expectations

- **PEER**
  Alienation, friends, attitudes, early first use

- **SCHOOL**
  Policy, availability, labeling, moving, failure, involvement, truancy

- **COMMUNITY**
  Poverty, involvement, availability, norms

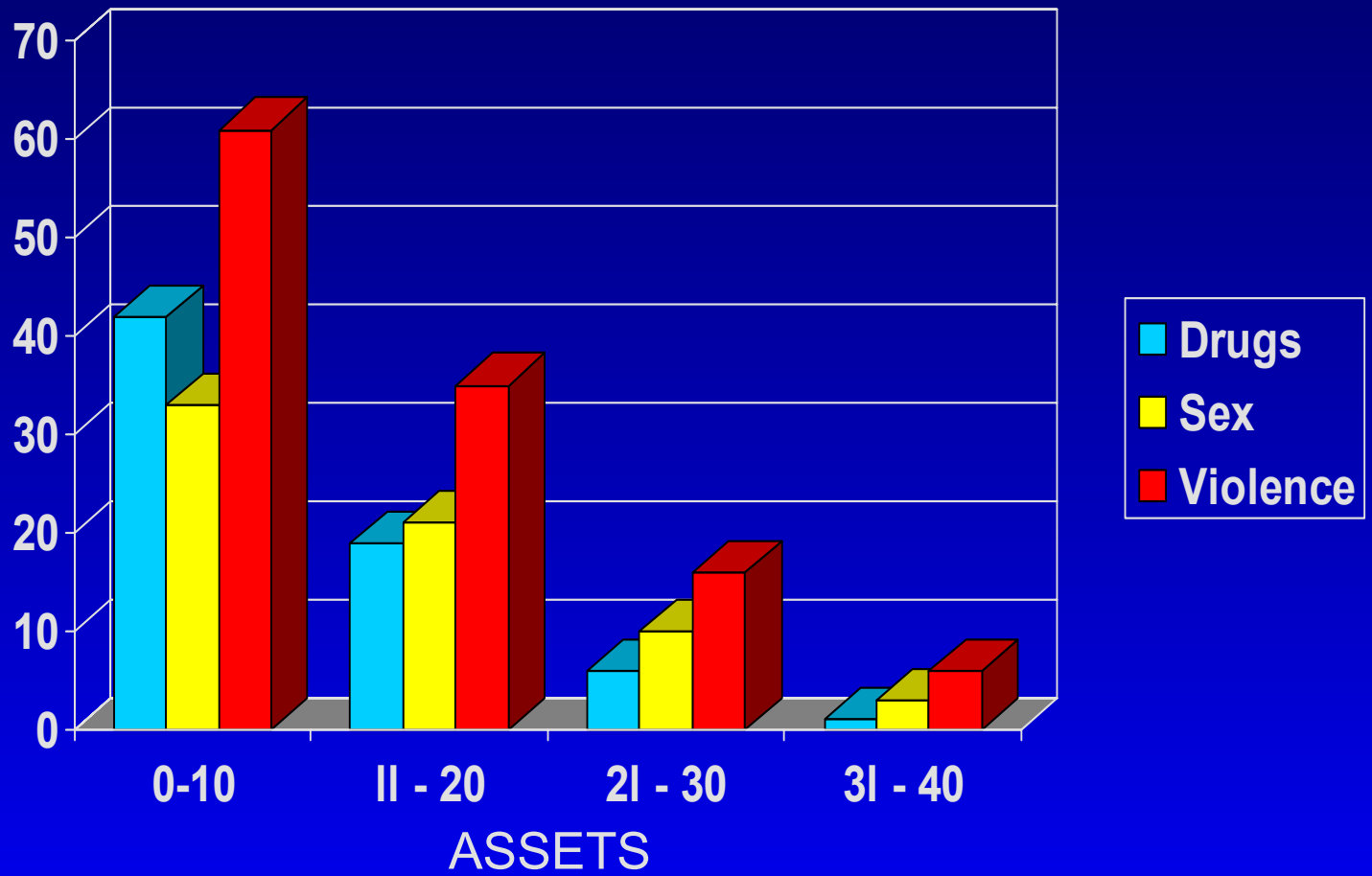# Categories of Developmental Assets

EXTERNAL ASSETS

- Support
- Empowerment
- Boundaries and Expectations
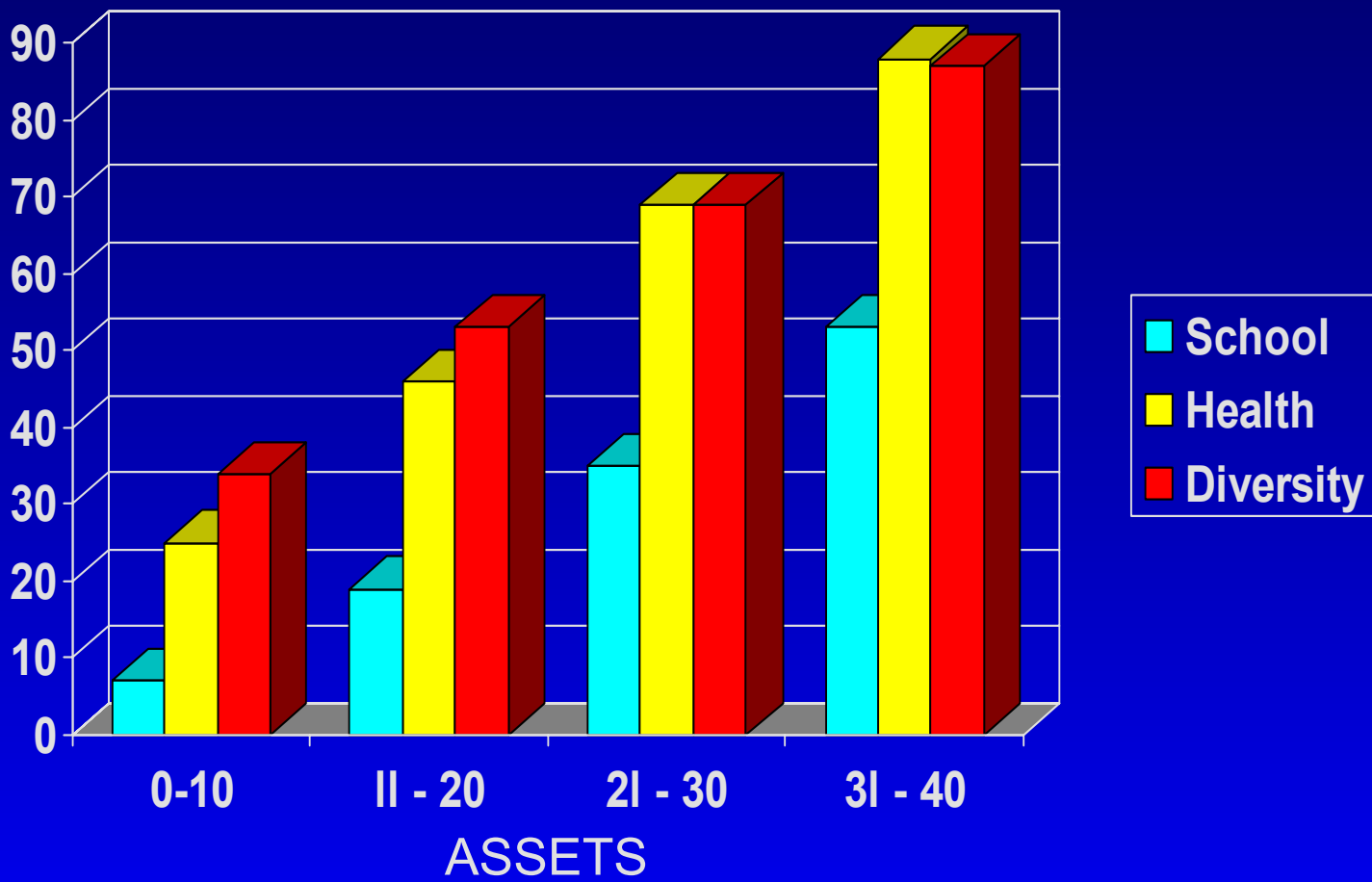- Constructive Use of Time

INTERNAL ASSETS

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

High-Risk Behaviors

Positive Outcomes

Academic Achievement and Assets

- **Studies have associated Commitment-to-Learning assets directly or indirectly with:**

  - Increased high school completion
  - Increased enrollment in college
  - Higher grades
  - Higher achievement test scores
  - Better attendance
  - Less sexual intercourse and childbearing
  - Less drug use
  - Fewer conduct problems

The Asset-Building Difference

From . . .	To . . .
Young people's problems	Young people's strengths
Professionals' work	Everyone's work
Young people absorbing resources	Young people as resources
Asset building as a program	Asset building as ways to interact with young people
Troubled young people	All young people
Accountable only for own behavior	Accountable as well for other adults' behavior
Incidental asset building	Intentional asset building
Blaming others	Claiming responsibility

Who was there for you ?

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Forming Respectful, Caring, Genuine Relationships with Young People

Take the initiative:

- Use the young person's name or nickname.

- Know something about the young person.

- Listen to the young person and respond accordingly.

- Do something with the young person outside your routine.

- Maintain contact.

The Asset-Building Process

Set up a leadership team that will begin to shape a vision and formulate a plan.

- Generate awareness.
- Assess resources, students' asset levels, and current asset-building activities.
- Prioritize assets.
- Form relationships that build assets.
- Create an asset-rich environment.
- Use programs and practices to build assets.
- Sustain asset building.

Creating an Asset-Rich Environment

- Staff in hallways
- Doors open
- All staff and volunteers trained
- Hall friendliness the norm
- Assets posted
- Students involved in building assets
- Assets part of evaluations
- Physical environment warm and inviting

Programs and Practices

- Which programs and practices already exist in my school?

- Which assets do they promote?

- How can I use these programs and practices more intentionally to build assets?

"We need to teach children to be courageous."

—John Graham

To Make a Difference

- Tell the stories.

- Find the stories.

- Help them become the stories.

The Seven Neckbones of the Giraffe Project

- Choose something you're passionate about.
- Create a vision.
- Analyze the obstacles and resources.
- Make the commitment.
- Make a plan.
- Take action.
- Reflect, celebrate, plan next steps.